

A RESUME OF PHYSICAL EDUCATION FOR THE PAST 2500 YEARS.

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There has, for years, been a lack of balance between mental and physical education. The mental has been stressed to the highest degree and the physical has been neglected.

To be an uneducated man was considered a disgrace, but an unhealthy man was not considered so. This picture is going to be changed. Governments all over the world have realized the danger in the lack of physical education, personal hygiene, and social recreation for adults. In British Columbia we can look forward to a change. Not only are the children going to benefit from it, but also the adults.

A view of the evolution of physical education from its beginning in old Greece, through its decadence in the Middle Ages, to its slow rise in the last two or three hundred years, is one of the most interesting.

Recreational and physical education, state controlled, is by no means new. Centuries before Christ, the Greeks understood the value and importance of physical education. It is however, interesting to note that at Sparta, too much stress was placed upon physical education, and too little on the mental; whereas in Athens the perfect balance was found.

IN SPARTA:

In Sparta, boys at the age of 7 were organized into small bands as parts of larger companies. Each band was headed by a young man of 20 years and upwards, who directed the boys in their gymnastics. The training was conducted in a gymnasium.

The boys were trained in running, jumping, wrestling, swimming, javelin and discus throwing, riding, etc. Dancing also was considered.

The mental training was not like that of today. Reading and writing were not taught in public institutions. All those who wished to learn to read and write had to find for themselves such teachers as they could, and pay their own expenses. The Spartan education was for that of a soldier and nothing else. The Spartan mother sent her son into battle with the command, "Return with your shield, or on your shield."

In order that the Spartan women might be mothers of warriors, the girls were trained much like the boys, but in separate establishments. Dancing, running, wrestling, discus and javelin throwing, singing, etc. were the principal items.

Aside from the memory of great heroism, Sparta has contributed nothing towards the world's culture.

IN ATHENS:

But just as much as Sparta fossilized, Athens grew. Democracy, as developed in Athens, put a premium upon education.

The Athenians seem to have been the first to recognize distinctly the fact that appropriate exercises develop the mind. The Athenian ideal was vigorous men, symmetrical and graceful of body, and equally vigorous, symmetrical and graceful of mind.

In Athens, the boys were educated in two schools--the Palaestra, or wrestling school, and the Didaskaleion, or music school. The first for the training of the body; the latter, for the training of the mind.

During school years the "pedagogue" was in charge of the boy. He marched the boy to school, took care of him between exercises, and followed him wherever he went.

A Resume of Physical Education--2.

In the Palaestra, the physical instructor trained the boys in gymnastics, rope climbing, running, jumping and wrestling. Also swimming was stressed, but whether or not a systematic training was carried out is very uncertain. In the music school the boys were taught singing, especially religious and patriotic hymns to chant the great epics of the country.

Aristotle, one of the Greek philosophers, once said, "Music brings harmony first into the human being himself by being an end to the conflict between his passions and his intelligent will, and then as a consequence into his relations with his fellows."

Reading and writing were taught also at the music school. When the boys were about 15 years of age they were freed from the dominance of the "pedagogue" and entered a gymnasium to receive their final physical training for the duties of citizenship.

Solon, who ruled at Athens, and who gave in 594 B. C. to all classes of people who were citizens of Athens the right to vote in the Assembly, erected two gymnasia in Athens, as state institutions. The first--the Academy, immortalized by the teaching of Plato, and the other one was called the Cynosarges. In the time of Pericles, the third was added, the Lyceum, famed by the intellectual triumphs of Aristotle. Around the gymnasiums were public parks and pleasure grounds. The Lyceum, especially, was noted for the shady woods and beautiful grounds in the midst of which it was located.

The exercises which were in charge of state offices were collectively called the "pentathlon," and consisted of running, leaping, discus throwing, wrestling and boxing.

The personal hygiene was well developed and well looked after by state officers. Before wrestling, for instance, the body was rubbed over with oil and strewn with sand. After the struggle, it was scraped with a strigil and after a bath in cold water it was again anointed with oil. Then a rest, with the naked body exposed to the sun.

At the age of 18 the boys graduated and became youths. They were introduced to the citizens at a public meeting. They were sworn in at the temple of Aglauros, never to disgrace their armies; to transmit the fatherland greater than they had received it; to observe the laws, and to honor the religion of their fathers.

IN ITALY:

Pythagoras, who was born at the Island of Samos, in the year 580 B.C. founded a school in Southern Italy. The pupils were disciplined to implicit obedience, physical hardihood and fidelity to friends.

The aim of his instruction and discipline was to produce harmony in the human life, corresponding to that which he found in the natural world--harmony between soul and body, and harmony in society by finding each man's place in the social order and fitting him for it.

IN ATHENS:

Socrates, born near Athens in 469 B.C., was one of the most prominent figures in Greek history. His appearance was strangely out of harmony with the beauty of his environment, and the beauty of his soul. He distinguished himself as a teacher as well as in military service. He made a sincere but inadequate effort to reform society. His motto was "Know thyself".

Socrates once said, "No man can afford to be an amateur in physical education. What a disgrace to grow old without ever having known the beauty and strength of which your body is capable."

PLATO:

After Socrates, came Plato. Plato was born in 429 B.C. He wrote the first scientific treatise on physical education ever produced in Europe. He advocated gymnastic training as well as a study of arithmetic, geometry, harmonics and philosophy.

A Resume of Physical Education--3.

Athens maintained for centuries her supremacy in the world, but was finally eclipsed by Alexandria. Her schools were closed. The statues of the Acropolis were shattered, and the walls of the Parthenon were destroyed. In only recent years has the enthusiasm for beautiful things brought back Greece again, and the charm of her genius is still potent.

ROME:

The Empire of Rome received its greatest impetus to education through the conquest of Greece. After the victory at Pydna, 168 B.C., Rome became filled with Greek teachers. Among the young Romans there was a great demand for education.

The history of Roman physical education is largely a continuation of that of the Greeks, only the purpose of physical education was not aimed to bring about the harmony in physical and mental beauty, but was based upon only a warrior's education, as the education in Sparta.

With the fall of the Roman Empire, when the Huns swept away the organized system of education, physical education received a blow, and all through the Middle Ages we do not hear of physical education. One of the reasons for this might be the terrible persecutions of the Roman Emperors with regard to the Christians--the entertainment at the arenas by professional athletes.

This left a poor effect on the monks and the monasteries became schools as well as religious retreats, but physical education was neglected.

800 YEARS AGO:

Eight centuries ago, Abelard taught in Paris. Students came from all parts of Europe to hear this master of philosophy. From the fourth to the fourteenth century, Western Europe believed that the only true reality was spirit, and the physical was regarded as base and mean.

Examples of brainless Hercules, hardly justify the social and intellectual snobbery that existed, but each age has its own values; its own dreams and aspirations, shaped by time and place, and consequently, what was natural for the Greeks changed completely under the new regime of the monks. The monastic ideal was evidently one-sided and incomplete. Not only did the monk neglect the body, he feared it. He glorified the soul.

At the time of the Mediaeval Ages, physical education was sustained by the knights, who, on the field of battle, had learned to appreciate the value of physical strength and vigor, and the knights devised courses of training to make the body strong and fit for the strenuous lives they were leading. In these courses, however, we find the same lack of balance as in the courses in Sparta. It was the absolute contrary to the monasteries' learning which glorified the soul--instead it glorified the body. In the knights' training, there was little or no book learning.

Reading and writing were matters for the priests, monks and women, but not for the warriors. The influence of chivalry, however, was deep and extensive, and gave rise to the first original art in literature since the downfall of Rome.

At the time of the Reformation, Luther recognized the importance of gymnastic training, but it remained to the brilliant French essayist Montaigne to determine how education should be handled. "It is not a soul, not a body that we educate, but a man. Soul and body must be trained together." Using a figure borrowed from Cicero he said, "They must be trained together like two horses hitched to the same pole. The body must be hardened to the endurance of sweat, cold, wind and sun, and kept from softness in the matter of clothing, food and drink. The muscles must be made strong as steel and the body active by exercises in running, wrestling, riding, dancing, fighting."

For the first time, an educationist proposed physical education and

A Resume of Physical Education--4.

recreation for both sexes--something unheard of in history, because while the Greeks and the Romans were foremost in the teaching of physical education, they did not at any time, outside of the Spartan period, think to give women the same opportunities as men.

IN ENGLAND:

John Locke was born in England in 1632. He wrote many books on education. The first sentence of one of Locke's books reads as follows: "A sound mind in a sound body is a short but a full description of a happy state in this world. It is the key of the whole work." Locke outlines rules in regard to food, drink, clothing, rest and medicine, and advocated hardening process for boys and girls.

IN GENEVA:

It would be impossible to deal with physical education, and omit the name of Jean Jacques Rousseau. He was born in Geneva in 1712. Through his adventurous youth he became connected with all classes of society, and was conscious of the "rot" that existed.

His greatest contribution to education was through his book "Emile". Emile is a boy and Rousseau describes his education. The author tries to point out his idea of how children should be educated. Emile gets plenty of exercise and sleep. He learns to swim and to use all his senses. He is taught only what is useful. Not only does Rousseau describe the boy's education, but he also outlines plans for the education of girls and for this purpose he brings in a character called "Sophie." Sophie is brought up to be strong and robust. She is taught to sew, embroider, and to make lace. Rousseau's book inspired and directed men of a much nobler type than the author. Through these men it has achieved great and useful changes in elementary education.

"Emile", however, was condemned by the clergy, and Rousseau had to flee the country, and his book was publicly burned. Only a few years before his death in 1778, could Rousseau return to France.

IN GERMANY:

The first one to try out Rousseau's methods of education was John Bernhard Basedow. This German founded an institution known as "Philanthropin", and had many followers throughout Europe. For the first time in the school history of Europe, boys were given gymnastic and recreational training, besides their other subjects.

John Christof Friedrich Guts Muths, born 1759 in Germany, was the man, however, who carried out physical and recreational education in a practical as well as theoretical way, and was actually the first to organize exercises, balance them, and make the pupils work in a progressive manner, in order to make gymnastics a method of education.

Guts Muths based his exercises and games on the ones used by the Greeks. He used leaping, running, throwing, wrestling, exercises, dancing, arching, etc., bathing and swimming, as well as exercises for the senses such as distance measurements in the open. He was interested also in manual training, and outlined what boys and girls should be taught.

It is interesting to note that again and again Guts Muths emphasizes the fact that if gymnastics are to have the necessary effect, they should be done daily. He divides the following hours for the school youths: At 7 years, the children should sleep nine hours, and be awake 15. Of those 15, 1 should be used for mental learning, 4 for meals and rest, and 10 for physical activities. At the age of 12, the corresponding hours would be 8 and 16,--6, 4, and 6. For the age of 15--7 and 17--9, 4, and 4.

Guts Muths gives, just like Locke, special rules for hardening the body. He tells them not to exert themselves too much, and emphasizes the teachers in charge of the groups, to be sure that the pupils who need

A Resume of Physical Education--5.

special development of certain limbs, are given the proper exercises.

In 1778, Friedrich Ludwig Jahn was born. Jahn graduated from a German university, but never cared for the raw and brutal life in the university societies. In 1806, he was a witness to the defeat of the German armies by Napoleon, and he there and then decided to physically build up the German nation.

In 1811, the first public recreational centre was opened at Hasenheide. Hundreds joined this centre, and only a few years later, centres were operating all over Germany. These centres were financed by the German Government. With a few interruptions, they have continued right up to the present day.

In the year 1914, the German "Turnverein" had almost one and one-half million members. Every fourth or fifth year they have their own demonstrations and competitions. The "turns" have given great impetus to physical training in other countries besides Germany. In Denmark, Norway, and other Scandinavian countries, as well as in England, physical training was given a greater place in education than ever before.

SWEDISH METHOD:

The Swedish gymnastic instructor, Pehr Henrik Ling, born in 1776, was the founder of the gymnastic system which today is used at Aldershot, England, as well as at the French military school at St. Cyr, France. Ling received his first lesson from Franz Nachtegall, in Copenhagen. Nachtegall was born in 1777 and introduced gymnastics to the Danish schools. But it is striking to notice how none of these people really ever introduced new systems--how they all, like Guts Muths, based their exercises and their games on those used by the Greeks.

CANADA: Lord Strathcona--1820-1914.

In 1907 Lord Strathcona made a splendid and significant gift for the benefit of the young people of the Dominion of Canada--a gift the effect of which immediately became manifest when the Great War broke out. It was announced by Sir Frederick Borden, Minister of Militia, that Lord Strathcona would contribute \$250,000.00 to create a fund of \$10,000.00 a year for the encouragement of physical and military training in the public schools of the Dominion. The announcement was received with applause from both sides of the House and by unanimous resolution the thanks of Parliament and the people of Canada were tendered to the donor.

This movement in physical education can be compared very much to the movement founded by Ludwig Jahn in Germany almost a 100 years earlier. "OLLERUP" The modern "Jomsborg".

The Vikings in the olden days were trained at a refuge called the "Jomsborg". Here they were given instruction in many physical activities very much on the same scale as the young men of Sparta, and from here they graduated into the ranks of the warriors and went abroad conquering. Their physique was marvellous, their endurance was amazing, and their skill and body control without equal.

Many tales could be written about these famous "Joms" Vikings' achievements. It is still a by-word in the Scandinavian countries "to be as strong, healthy and skilful, as a "Joms" Viking."

The Gymnastic People's College in Ollerup which has been founded by Niels Bukh can, in many ways, be compared to the ancient "Jomsborg", although its work is vastly different.

Ollerup is situated near Odense on Fuen, the birth place of Hans Christian Andersen, and just as Hans Andersen's fame has spread all over the world so has Niels Bukh's contribution to gymnastics been of world importance, especially as the Gymnastic People's College is one of the most representative institutions of the great movement for adult education

A Resume of Physical Education--6.

for which Denmark is a world leader. Niels Bukh was a teacher in physical education at one of the Folk Highschools in Denmark, but being dissatisfied with the formal Swedish gymnastics, he began experimenting with his pupils with exercises which were freer in style, which were more informal, had greater possibilities for variety, and contained more rhythm and stimulus. His results were accepted by the youth but were met with criticism by leaders of gymnastics. It is not until only recently that the schools in Scandinavia have introduced some of Niels Bukh's exercises. Recently, they have been adopted by the Danish army also.

Niels Bukh is an idealist and has no interest in any "system". He wishes his pupils to take the exercises he teaches them and use them according to the human material they have in their classes. Teachers from all over the world rally to his Winter and Summer courses and spread the knowledge of Niels Bukh's gymnastics to many parts of the world.

Niels Bukh has been on several world trips with gymnasts, and wherever he has shown his groups the response has been immediate to physical education and generally has resulted in a revival in gymnastics. Last year Niels Bukh assembled over 10,000 young people from Norway, Sweden, Finland, and Denmark, at Ollerup. Never had the youth from these countries enjoyed a better time together and the demonstrations they staged were acclaimed by the thousands who witnessed them. No history of physical education could be complete without mentioning Niels Bukh's achievements and he stands today as one of the greatest leaders of Danish youth.

THE PRESENT DAY:

In 1936, with which we are now to deal, the mode of life has changed completely. Democracy is ruling the world, and physical and recreational activities are given to all citizens and not only to one or two preferred classes of society. When we talk of gymnastics in the days of the Romans and Greeks, and that of the 17th and 18th centuries, it was for only those who could pay for it.

With regard to recreation, Canada compares very favourably with both American and European countries, but because of the recent development of the country and over-crowded conditions of the schools, and the inadequate grants for this work, physical education is far behind that of other countries.

IN BRITISH COLUMBIA:

The Minister of Education, the Honourable G. M. Weir, through the health plan, will give the citizens of British Columbia a new deal in physical education and recreation. Everyone will be eligible to take part in these activities which are sponsored by the Provincial Government.

To develop a body beautiful to the eye and efficient for civil life is one of the aims. To make a naturally efficient youth more efficient and the naturally inefficient youth, at least passable under the care of skilful instructors, is another aim. Last but not least, to make the young men and women understand that good health is a duty to the nation to which they belong.

The Provincial Recreation Centres will build up a real community spirit among the young men and women. They will find at them an outlet for all their saved up energy. Here they will find and make friends, and they will be given an opportunity to learn how to work in co-operation with others. Because to work under the leadership of young gymnastic teachers is an aspiration to young men and women. To pull together in teams, to forget for the moment all individualism, will undoubtedly develop a fine type of manhood and womanhood.

The discipline and respect learned at these Centres will prove most beneficial to the youth as well as to the country.

PHYSICAL EDUCATION IN THE SCHOOLS:

The Provincial Recreation Centres which have been functioning now for nearly two years although in operation only a few months actually, in the Winter seasons, have created a demand and interest for physical education which never before has existed.

It is indeed fortunate that citizens of this Province are becoming health conscious at a time when a revision of school curricula is being made. The present misproportion in mental and physical education will be rectified no doubt and more time will be given to the physical side of life. Physical education in the schools should not be a separate entity. A school which neglects the well being of the child's body is not fulfilling its function as an educational institution.

Although there are many defects yet to be overcome, I believe that public opinion will demand more physical activities and that gymnastics and sports will become ESSENTIALS in the school curriculum within a very short time.

True education must aim always at harmonious living. Man is a trinity of mind, body, and spirit. Physical education must be the groundwork and $\frac{1}{4}$ of the school time should be given to it. Physical education, as taught today, is not a matter of mere drills, but teaching the child the principles of health and right living, the body's functions, and its relation to the growth of the mind.

When once the children understand the value of good health habits and health knowledge, very few will discontinue physical activities in later life and the result will be an improvement in racial health throughout the Province.

DEPARTMENT OF RECREATIONAL AND PHYSICAL EDUCATION.

GOVERNMENT OF BRITISH COLUMBIA.

IRISH SHUFFLE.

(Music--"Irish Jig.")

By: Miss F. Borde.

Entrance.

Tap left.
Shuffle tap right, shuffle tap left.
Tap right, tap left.
Shuffle tap right.
" " left.
" " right.
Tap left, tap right.
Repeat step 4 times, starting each
time with a shuffle.

First step.

Turning left.
Slap left.
Front back hop right, raising left
foot in front, knee bent.
Repeat.
Slap left, shuffle tap right,
shuffle tap left.
Shuffle hop right, raising left foot
in front.
Repeat whole step again.

Second Step.

Brush and heel tap left, tap right,
tap left in place.
Reverse (brush right)
Brush and heel tap left, tap right,
heel tap left, tap right.
Heel tap left, tap right, tap left.
Reverse.
Repeat whole step 4 times.

Third Step.

Hop left and click heels.
Heel tap right, tap left.
" " " "
Front back straight right, front
straight left, straight right.
Reverse.
Repeat whole step 4 times starting
on opposite foot each time.

Fifth Step.

Hop right and tap left foot in front.
Hop right bring " " up in front,
knee bent.
Slap left, tap right, tap left.
Reverse (hopping left)
Repeat 4 times.

Sixth Step.

Turning left.
Front back left, hop right.
Slap left, straight right.
Repeat 8 times.
Reverse, starting with right foot
and turning right.

Exit.

Moving backwards to left shuffle
tap off, starting with right foot.

DEPARTMENT OF RECREATIONAL AND PHYSICAL EDUCATION.

VOLLEYBALL.

Volleyball offers more fun and enjoyment to the beginner than probably any other athletic game. It may be played by young and old, male and female. Its playing technique is quickly learned, and its rules are neither difficult nor many. Besides, it is readily adapted to suit local requirements in regard to the number of players, the size of the gymnasium, etc. For these reasons alone it is a fine game for a Provincial Recreation Centre.

Standard Court: 60 x 30 ft., divided by a centre line 2 inches wide
Height of Net: 8 ft. (Note: usual width of net is 3 ft.; usual length 32 ft.)

Scoring: "Game" is 15 points, but must be won by 2 clear points (e.g. 18-16).

Fouls: Your opponents score if they are serving; you lose the ball if you are serving.

- It is a foul if you (1) step over or on the line while serving
(2) hit the net while serving or ball goes out of bounds;
(3) step over the centre line under the net;
(4) touch the net with any part of your body when the ball is in play;
(5) reach over the net under any circumstances;
(6) scoop, lift, shove or follow the ball, so that it comes to rest momentarily in your hands; it must be clearly batted;
(7) play the ball twice in succession; some other player must handle it before you may play it a second time;
(8) give "four hits"; the ball must go over the net on the third play if not before;
(9) serve out of turn.

Number of players to a team:

Usually 6--3 in the front half of the court, the others in the back half.

Fundamental strategy (outside of service):

To give the best pass possible to the set-up player in the front rank, so that the latter can set the ball up to the liking of the "spiker" who jumps into the air and spikes or kills it.

N.B. In introducing the game, it is well to break it up into the following units: (a) service; (b) pass; (c) set-up; (d) attack.

BASKETBALL.

As an international game, basketball is second only to tennis, soccer and golf, and statistics gathered in the United States show that its popularity is still on the increase. Admittedly, it is a far more complex game than volleyball. However, it appeals equally as well to both sexes, and more particularly to the younger element. Unfortunately, owing to the frequent lack of floor space in our Centres and to the large numbers of members attending these, it is not always possible to conduct a regulation basketball game, but there is no reason why it should not be

Basketball--2.

modified, like volleyball, to suit the particular needs of a Centre in question, especially as most of its departments (passing, shooting, etc.) may be practised in a limited area around one basket.

Some of the more important playing terms:

- "Out of bounds": (1) A player is out of bounds when any part of his body touches the boundary line or the floor outside it;
- (2) The ball is out of bounds when any part of it touches the boundary line, the floor outside the boundary line, or any object outside the boundary line. The ball is caused to go out of bounds by the last player touched by it before it crosses the line.

"Held ball": Declared when two players of opposing teams have one or both hands firmly on the ball. Play is resumed on that spot with a "jump ball", the Official tossing the ball up between the two players.

"Pivot": A pivot takes place when a player who is holding the ball steps once or more than once in any direction with the same foot, the other foot (pivot-foot) being kept at its point of contact with the floor.

"Running with the ball": or "steps": is progressing in any direction in excess of prescribed limits while holding the ball. The limits are: (1) a player who receives the ball while standing still may pivot, using either foot as the pivot foot;

(2) a player who receives the ball while he is progressing or upon completion of a dribble may use a two-count rhythm in coming to a stop or in getting rid of the ball. The first count occurs (a) as he receives the ball if either foot is touching the floor at the time he receives it; or (b) as the foot touches the floor or as both feet touch the floor simultaneously after he receives the ball if both feet are off the floor when he receives it. The second count occurs when after the count of one, either foot touches the floor or both feet touch the floor simultaneously. When a player comes to a stop on the count of one he may pivot and may use either foot as the pivot foot. When he comes to a stop on the count of two, if one foot is in advance of the other he may pivot but the rear foot only may be used as the pivot foot.

"Dribble": throwing, batting, bouncing, rolling, or fumbling the ball and touching it again before it touches another player, the ball coming in contact with the floor. The instant the ball comes to rest in either one or both hands or touches both hands simultaneously, the dribble ceases.

"Double

Dribble": a second dribble on completion of the first.

"Kicking": the ball is a violation only when it is a positive act; accidentally striking the ball with the foot or leg is not



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